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ABSTRACT

This manual for elementary school teachers provides guidelines for the use of progress report cards in the Long Beach Unified School District, California. Included in the manual are sections dealing with evaluation policy and procedures, descriptions of various progress report cards, interpretations of grades and symbols, instructions for filling out report cards, general suggestions to teachers, and tips for conducting parent conferences. Copies of the several progress report cards used in the District, including pupil self-evaluation forms and forms written in both English and Spanish, are appended. (Author/RH)

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LONG BEACH UNIFIED SCHOOL DISTRICT
Francis Laufenberg, Superintendent

MANUAL FOR PREPARING ELEMENTARY PROGRESS REPORTS

Grades 1-6

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GENERAL INFORMATION

In the Long Beach Unified School District education is viewed as a joint responsibility of students, parents, and teachers. When three persons are engaged in a joint endeavor, communication between them is vitally important. The progress report serves as one means of communication. Others include notes, telephone calls, conferences, and oral messages.

If communication between teachers, parents, and students is to be effective, the channels of communication must be open in all directions, and the instruments of communication must be understood by all parties. Obviously, no card or written report can contain all the information that parents may be interested in learning about their children's school work. However, this guide is designed to help teachers to prepare progress reports that will be understandable to and informative for parents and students.

A minimum of three reports is made during each year. The first reporting period ends the last day of the second school month; the second period ends the last day of the sixth school month; the third period ends the last day of the school year for students. The first report is a parent-teacher or a parent-student-teacher conference and progress report; the second is a progress report or a combination of a progress report and conference; the final is usually a progress report only. Additional conferences may be held as necessary or desirable for effective communication and cooperation between home and school.

Flexible scheduling for conference dates is permissible. Primary teachers may need to meet with parents early in the school year while intermediate teachers may wish to arrange their conferences at various times throughout the year. Teachers should always consult their administrators before scheduling minimum days for conferences.

Two basic report cards are available: the A-U Achievement Report (five-point scale) for grades 1-6, and the ESIN Report (four-point scale) for grades 1-6. The Pupil Self-Evaluation of Attitudes and Habits is a supplementary card which may be used on an optional basis with either the A-U or the ESIN Progress Reports in grades 1-3. An English-Spanish bilingual[1] form is available for each of the basic progress report cards and the optional Pupil Self-Evaluation of Attitudes and Habits.[2]

Teachers will select one of the basic cards for each child in their classes. They should study the available report cards before deciding which is most appropriate for each child. It is not necessary that the same card or cards be used for an entire class, grade level, or for an entire school.

[1]Other bilingual forms will be available from the Office of Assistant Superintendent, Elementary Division.

[2]See pages 19, 23, 27.

DESCRIPTION OF PROGRESS REPORT CARDS

A-U Achievement Report[1] (Grades 1-6)

This basic report card utilizes a five-point scale for academic Achievement and indicates a child's standing according to grade level norms as described on the following pages.

A--Excellent
B--Above Average
C--Average
D--Below Average
U--Unsatisfactory

Check marks indicate difficulty, if any, in specific areas included under reading, English, spelling, handwriting, and mathematics. A check space is provided to indicate below grade level achievement in reading and mathematics.

A four-point scale is used to indicate Effort or the extent to which a child works up to ability. The same four-point scale is used to indicate status of attitudes and habits. The interpretation of these symbols is given on the following pages.

E--Excellent S--Satisfactory I--Improving N--No Improvement

ESIN Progress Report[2] (Grades 1-6)

This basic report card utilizes a four-point scale to indicate rate of Progress in subject matter. It shows a child's own growth without comparing the achievement of one to that of others. It also includes a space to indicate below grade level achievement in reading and mathematics.

E--Excellent Progress
S--Satisfactory Progress
I--Improving Slowly
N--No Improvement

Check marks indicate difficulty, if any, in specific areas included under reading, English, spelling, handwriting, and mathematics.

A four-point scale is used to indicate Effort or the extent to which a child works up to ability.

E--Excellent S--Satisfactory I--Improving N--No Improvement

A four-point scale is used to rate Attitudes and Habits.

E--Excellent
S--Satisfactory
I--Improving Slowly
N--No Improvement

[1]See page 15.

[2]See page 19.

DESCRIPTION OF PROGRESS REPORT CARDS

Pupil Self-Evaluation of Attitudes and Habits[1] (Grades 1-3)

This optional supplementary report card utilizes a three-point scale with which children rate their own attitudes and habits.

M--Most of the Time P--Part of the Time N--Not Yet

The purposes of the card are to include the child in the reporting process and to serve as a basis for discussion between child and teacher, child and parent, and parent and teacher concerning the child's insight and self-understanding.

Usual use of the card is at the time of the second and third reports of the first grade and all three reports of the second and third grades. For more mature first grade pupils it also may be appropriate at the time of the first report.

The teacher should present the card to the entire class, explaining it to the children and answering their questions while they are looking at it. It should be emphasized that the child's personal evaluation of attitudes and habits is an extremely important part of the reporting program. After adequate explanation by the teacher, children should complete the forms independently as their own evaluations. The teacher should not influence their responses.

At the discretion of the teacher, a copy of the card may be included in the child's cumulative folder, used as a basis of discussions with the child, sent home to parents, or any combination of these.

[1]See page 25.

INTERPRETATION OF GRADES AND SYMBOLS OF BASIC CARDS

A-U ACHIEVEMENT REPORT (Grades 1-6)

Grades

A indicates markedly above average achievement. It should be given only when a pupil consistently does superior work. The pupil who receives an A in a subject should not receive any check marks in the subheadings of that subject.

B indicates above average work. It should be given to indicate better than average achievement for the grade level and to denote progress significantly above that which would be expected of average pupils.

C indicates average achievement. It should be given to pupils who show neither unusual progress nor unusual slowness in attaining educational objectives; therefore, most pupils would receive this grade.

D indicates work is below average. It should be given to indicate less than average achievement for the grade level and to denote progress significantly below that which would be expected of average pupils. D also is given to a pupil of low ability who has made an honest effort to do the work required but is not able to meet the minimum standards for the grade level. This is the one exception to the general principle that pupil achievement should be evaluated in terms of accomplishment in reaching objectives of the course rather than in terms of effort in relation to ability.

ESIN PROGRESS REPORT (Grades 1-6)

Grades

E indicates an excellent rate of progress. It should be given to a child performing at any level of achievement who shows a significant rate of growth. For example, it is possible for a child reading below grade level to receive an E in reading and have a check indicating that the work is below grade level.

S indicates a satisfactory rate of progress. It should be given to a pupil who shows neither a significant rate of growth nor unusual slowness in attaining educational objectives.

I indicates a slow rate of improvement. It should be given to a pupil of limited ability, to one of average ability who progresses slowly, or to one of above average ability who is not progressing according to expectations.

N indicates no progress is being made. It could be given to any pupil who is making no progress.

INTERPRETATION OF GRADES AND SYMBOLS

A-U ACHIEVEMENT REPORT

Grades (Cont.)

U indicates unsatisfactory achievement. When it appears a child may receive U, the teacher should make every effort to confer with the parent in advance of the report to help the parent to understand the child's learning needs.

Symbols to Indicate Effort

Effort symbols should represent the degree of the pupil's attention, cooperation, and active participation.

E indicates the pupil consistently puts forth best effort.

S indicates the pupil usually makes a reasonable effort to succeed.

I indicates the pupil is improving in making an effort to succeed.

N indicates the pupil needs to put forth greater effort.

Symbols to Indicate Attitudes and Habits

E indicates the pupil consistently meets or exceeds class and school standards. The pupil would not receive any check marks in that subheading.

ESIN PROGRESS REPORT

Symbols to Indicate Effort

Effort symbols should represent the degree of the pupil's attention, cooperation, and active participation.

E indicates the pupil consistently puts forth best effort.

S indicates the pupil usually makes a reasonable effort to succeed.

I indicates the pupil is improving in making an effort to succeed.

N indicates the pupil needs to put forth greater effort.

Symbols to Indicate Attitudes and Habits

E indicates the pupil consistently meets or exceeds class and school standards. The pupil would not receive any check marks in that subheading.

INTERPRETATION OF GRADES AND SYMBOLS

A-U ACHIEVEMENT REPORT

Symbols to Indicate Attitudes and Habits (Cont.)

S indicates the pupil meets or exceeds class and school standards most of the time.

I indicates the pupil is improving in the ability to meet class and school standards.

N indicates the pupil frequently does not meet class and school standards.

ESIN PROGRESS REPORT

Symbols to Indicate Attitudes and Habits (Cont.)

S indicates the pupil meets or exceeds class and school standards most of the time.

I indicates the pupil is improving in the ability to meet class and school standards

N indicates the pupil frequently does not meet class and school standards.

NOTE: Grades in Attitudes and Habits should correlate with those in Effort. For example, it would seem incongruous for a child to have grades of E in Effort and grades of N in Study Habits.

FORMAT AND MECHANICS

The basic progress report cards and their bilingual versions have common material and format characteristics which suggest the following instructions for their use:

1. The report cards are printed on four sheets of sensitized paper which is much like carbon paper; consequently, in making out a report card the teacher should

   Use a ball-point pen or a typewriter and apply enough pressure to make clear marks on the final copy.

   Avoid pressing on the report card with a hard object, such as a paper clip, which would make an unwanted mark on the second, third, and fourth copies. It is difficult to erase marks on sensitized paper.

   Avoid folding the report card until it is to be placed in the report card envelope.

2. The information at the top of the right side of the report card--pupil's name, grade, school, school year, and principal--must be handwritten or typewritten. A rubber stamp will not transfer through to the other copies. Because of the cutout design of the card, however, this need be done only once.

3. Attendance is recorded for each reporting period. This involves recording in each instance the closing date of the period and the pupil's days present, days absent, and times tardy.

   Closing date of reporting periods are as follows:

   First reporting period--last school day of the second school month

   Second reporting period--last school day of the sixth school month

   Third reporting period--last day of school for pupils

   Progress report attendance and official posted attendance are not always the same. "Days present" on progress reports include only days of actual attendance. "Days absent" are all of the days of absence, including all days classified as illness absences. In short, progress reports show the days of real absence or presence.

4. Ordinarily the conference date, teacher's signature, and parent's signature are recorded on the report card at the time of the parent conference. If a parent is unable to come to school for a conference, the teacher should sign the report form; write "no conference" on the line for conference date; detach the first period report along the perforations; and send it home with comments written on a separate slip of paper, not on the progress report itself.

FORMAT AND MECHANICS

5. The progress report for the first reporting period need not be returned to the teacher if there has been a parent-teacher conference. However, if the parent was unable to attend the conference and the report card was sent home, the report card envelope should be returned to the teacher with the parent's signature and any comments the parent wished to make.

6. If a parent conference does not accompany the second issuance of the progress report, the teacher writes comments, signs the report card, detaches the second period report, and sends it home to the parent. The parent must sign the report card envelope and return it to the teacher together with any comments the parent wishes to make.

7. On the third report, which also contains the marks of the first and second reports, the teacher records the placement for September, signs the report card, detaches the third period report, and sends it home. There is no place for the parent's signature on the envelope for the third report since it is not returned to the teacher. If the teacher wishes to make comments for the third report period, they may be made on a separate piece of paper.

8. One copy of the report card is retained by the school as a permanent record which is available for examination by faculty members. Most teachers appreciate the opportunity to review the progress a pupil has made in previous years.

9. The line marked "Other" at the bottom of the card may be used for foreign language, bilingual language, or a special subject area, such as magnet programs. The teacher should use a black, ball-point pen or a typewriter to indicate which subject area is being graded on the "Other" line.

10. If an area is not applicable or appropriate for a pupil's grade level or needs, the teacher may use the "NA" (Not Applicable) symbol or a slash (/) through that box. For example, "English as a Second Language" would not be an appropriate area to grade for an English-speaking child; hence, the teacher would write "NA" or us-/ is that box.

GENERAL SUGGESTIONS

GRADING

Bases for Grades

Grades should be based upon such items as:

- Examples of pupil work kept on file by the teacher
- Daily oral and written classwork
- Teacher observation of pupil participation in classwork, both as an individual and as a member of the group
- Results of teacher-made tests and standardized tests

As much as possible, grades should be based on objective rather than subjective considerations.

Grades in achievement or progress should not be lowered or raised because of poor or excellent conduct or citizenship. Effort symbols should represent the degree of the pupil's attention, cooperation, and active participation.

Grading Daily Papers

Teachers may use the progress report symbols in grading daily papers or they may use descriptive phrases or comments on papers. Written comments give a good interpretation of a child's work; however, comments should be consistent with the grades recorded on the progress report.

Record Books

Record books in which to keep a record of pupil achievement are available from the principal. These books may be more useful to teachers of intermediate grades than to teachers of primary grades.

Grade for First Grade Reading, First Report

In any case where assignment of a grade in reading on the first report for a first grade pupil is, in the judgment of the first grade teacher, inimical to the welfare of the pupil, the teacher may omit the grade or grades. If no grade is assigned, the teacher should

- Discuss the matter with the building administrator and obtain endorsement of the omission.
- Explain to the parent either in conference or in a note the reasons for omitting the grade in reading.
- Use the NA (not applicable) symbol where appropriate.

GENERAL SUGGESTIONS

Foreign Language Grades

The "Other" line on the report card may be used for foreign language instruction.

Evaluation of pupil progress in sixth grade foreign language classes should be in terms of growth in the development of the listening and speaking skills planned for this level. Reading and writing of a foreign language are not taught until pupils reach the seventh grade.

Listening skill is based on ability to distinguish language sounds and to understand the spoken language. Speaking skill is based on ability to convey meaning by pronouncing language sounds accurately and using authentic intonation, rhythm, and stress.

Bilingual Language Grade

The "Other" line on the report card may be used for the second language. For example, next to the word "Other," the word "Spanish" would be written for an English-speaking child in a bilingual classroom.

Cautions in Grading

Since there is either a four or a five point basis for grading progress, teachers are urged to use plus and minus signs sparingly.

In general, it is a good practice to take a second look at a progress report if a child has been given the same grade in every subject.

In making decisions about a child's grades, a teacher may sometimes be misled by what is called the "halo" effect; that is, an effect which sometimes results when a "good" general impression of a child becomes so fixed in a teacher's mind that in rating the pupil's subject achievement it is possible to be unduly influenced by the impression.

TEACHER COMMENTS

Teacher's comments included on progress reports should be

Consistent with the grades given.
Positive rather than negative. For example, say, "_____ should try harder to work neatly" rather than "_____ doesn't do neat work."
Constructive and specific. The language used should be understandable to a lay person. Generalizations should be avoided.

GENERAL SUGGESTIONS

References to interests and abilities of a pupil and participation in special school activities may be included in the comments. When a pupil needs added direction, additional experiences, understanding, encouragement, and/or commendation, the fact should be indicated.

Teachers' comments may be read by the principal before report cards are sent home. The purposes of this review are to give support to the teacher and to enable the principal to interpret a child's progress report card to parents should they wish to discuss it or to make certain there is consistency between grades and comments. In large schools, the principal may ask the vice-principal and the counselor to assume part of this responsibility.

ISSUING PROGRESS REPORTS

Progress reports are issued three times each school year. To minimize comparisons of marks among pupils and to spread the work of making out report cards over a period of time, the teacher should stagger the issuance of cards for the first and second reporting periods. Since parent conferences are generally in conjunction with the first report, these are already staggered. In issuing the second report, however, the teacher may divide the report cards into three approximately equal groups and issue one group of report cards in each of three successive weeks. For the third reporting period, all report cards are issued at the same time--the last day of the school year for pupils.

ISSUING PROGRESS REPORTS TO TRANSFER PUPILS

Grades for pupils who transfer within the district will be recorded on the report cards as follows:

If a pupil transfers from one school to another in the Long Beach Unified School District within ten school days of the end of the first two report periods or within twenty days of the close of school, a report card with symbols recorded lightly in pencil should be forwarded to the receiving school. Comments written on a separate sheet of paper may be included.

If a pupil transfers outside the district, a progress report card should be issued, provided the pupil has been enrolled and has attended at least twenty days in the Long Beach Unified School District school.

In cases where a pupil is absent from school or transfers to a school outside the district during the closing weeks of school, the teacher should notify the parents that the pupil's progress report card may be obtained in the school office at the close of the school year or that it may be forwarded to the parents at that time provided they have furnished the school with a self-addressed, stamped envelope.

GENERAL SUGGESTIONS

RETENTION PRACTICES

If the teacher is considering retaining a pupil in a grade, the matter should be discussed with the principal before consulting the parents. As soon as retention is considered, parents should be involved. Many factors, in addition to lack of academic achievement, must be considered in recommending a pupil for retention. Before deciding to retain a pupil, the teacher and the principal should consider recommendations of all school personnel who know and work with the pupil, as well as the opinions and feelings of the parents.

INTERPRETING PROGRESS REPORTS TO PARENTS

The purpose of progress reports and the meanings of the words and symbols used on them should be interpreted clearly to parents. For example, the phrase "word analysis" in its connotation of unlocking or decoding words may not be familiar to parents.

Because many parents are new to the school district each year, interpretation of the reporting system must be thought of as a continuing responsibility. Each principal should plan with the staff some method of informing all persons concerned. Faculty meetings might be followed by grade level or general session meetings with parents or teachers may prefer to explain the progress report individually during the parent-teacher conferences. School staffs may wish to use the following filmstrip-record combination:

FS/RD 370.15	Conference Time for Teachers and Parents
T	Filmstrip for Teachers Filmstrip for Parents

Whatever method of orientation is used, acquainting parents and pupils with reporting procedures and the progress report cards must not be left to chance.

CONCLUSION

The judgment of the teacher is an important factor in any effective grading system. It is essential, however, that all teachers and administrators accept and use the established district reporting system and its underlying philosophy. It is equally important that they refrain from criticizing the system to pupils or to parents. Opportunities to present constructive criticism through professional channels are open to all certificated personnel.

No reporting system or progress report card can solve all the problems inherent in the process of reporting pupil progress; however, those approved for use in the Long Beach Unified School District are the product of a careful and extensive developmental process involving a great many concerned persons.

Every staff has had an opportunity to offer input through its curriculum representative or directly to the members of the Report Card Revision Subcommittee. Every suggestion or idea submitted was given careful consideration by the subcommittee. Many thanks go to all those who offered suggestions.

This report form is intended to help you, the parent, to know and understand how your child is progressing in school. We hope it will serve well its major purpose - to provide a helpful line of communication between the home and the school.

To supp ement the information about your son or daughter that has b en included in this written report, you are cordially invited tr visit school and to confer with the teacher and other membe s of the staff concerning your child's progress and regard ng the school program in general.

SUPERINTENDENT OF SCHOOLS

ELEMENTARY *Progress Report*

GRADES 1-6

LONG BEACH UNIFIED SCHOOL DISTRICT, CALIFORNIA

One mark in achievement is given for each subject

A - Excellent
B - Above Average
C - Average
D - Below Average

U - Unsatisfactory
√ - Indicates area of difficulty, if any
NA - Not Applicable

Marks in effort indicate the extent to which a child is working up to his ability

E - Excellent
S - Satisfactory
I - Improving
N - No Improvement

REPORTING PERIOD

	1st		2nd		3rd	
	Achievement	Effort	Achievement	Effort	Achievement	Effort
READING						
Understanding - Comprehension						
Word Analysis						
Vocabulary Development						
Interest in Reading						
Check indicates pupil is reading below grade level						
ENGLISH						
Oral Language Development and Usage						
Written Expression						
English as a Second Language						
SPELLING						
Grade Level of Assigned Lists						
Written Work						
HANDWRITING						
Formation of Letters						
Neatness						
MATHEMATICS						
Facts and Computations						
Problem Solving						
Check indicates pupil is working below grade level						
SOCIAL STUDIES (geography, history)						
SCIENCE						
HEALTH AND SAFETY EDUCATION						
PHYSICAL EDUCATION						
ART						
MUSIC						
OTHER						

NAME _____ GRADE _____

SCHOOL _____ SCHOOL YEAR _____

PRINCIPAL _____

ATTITUDES AND HABITS E - S - I - N

√-Indicates area of difficulty

	REPORTING PERIOD 1st	2nd	3rd
STUDY HABITS			
Works independently			
Listens attentively			
Follows directions			
Concentrates on work			
Uses time wisely			
Completes work in reasonable time			
RELATIONSHIPS WITH SCHOOLMATES			
Works well with others			
Shows good sportsmanship			
Respects rights and property of others			
Contributes to group activities			
RESPECT FOR ADULTS AND STANDARDS			
Observes class rules			
Observes school rules - including safety			
Follows rules for use of equipment and materials			

FIRST REPORT

Conference date _____

_____
Teacher's Signature

_____
Parent's Signature

ATTENDANCE

	1st	2nd	3rd
Closing date			
Days present			
Days absent			
Times tardy			

SECOND REPORT

Teacher's Comments

_____
Teacher's Signature

THIRD REPORT

Placement for Sept. 19 _____ Grade _____ Room _____

_____
Teacher's Signature

This report form is intended to help you, the parent, to know and understand how your child is progressing in school. We hope it will serve well its major purpose - to provide a helpful line of communication between the home and the school.

To supplement the information about your son or daughter that has been included in this written report, you are cordially invited to visit school and to confer with the teacher and other members of the staff concerning your child's progress and regarding the school program in general.

SUPERINTENDENT OF SCHOOLS

Este certificado escolar representa el progreso de su hijo/a en la escuela. Esperamos que les sirva a ustedes, los padres, como una comunicación entre el hogar y la escuela.

Para añadir esta información sobre su hijo/a se les invita cordialmente a visitar la escuela para conferir con el/la profesor/a tocante el progreso de su hijo/a.

SUPERINTENDENTE DE ESCUELAS

ELEMENTARY *Progress Report*

GRADES 1-6

Informe de Progreso Para la Primaria

Grados 1 - 6

LONG BEACH UNIFIED SCHOOL DISTRICT, CALIFORNIA

A- Excellent *Excelente*
B- Above Average *Muy Bien*
C- Average *Bien*
D- Below Average *Bajo Nivel*
U- Unsatisfactory *Deficiente*
√- Indicates area of difficulty, if any *Indica el área de dificultad, si hay*
NA- Not Applicable *No Aplicable*

Marks in effort indicate the extent to which a child is working up to his ability:
Las señales que indican el esfuerzo del alumno relativo a su habilidad:

E- Excellent *Excelente*
S- Satisfactory *Satisfactorio*
I - Improving *Mejorando*
N- Needs to Improve *Necesita Mejorar*

REPORTING PERIOD
PERIODO DEL INFORME

	1st *1ero*		2nd *2ndo*		3rd *3ero*	
	Achievement *Adelanto*	Effort *Esfuerzo*	Achievement *Adelanto*	Effort *Esfuerzo*	Achievement *Adelanto*	Effort *Esfuerzo*
READING *LECTURA*						
Understanding - Comprehension *Comprensión*						
Word Analysis *Análisis de Palabras*						
Vocabulary Development *Desarrollo de Vocabulario*						
Interest in Reading *Interés en la Lectura*						
Check indicates pupil is reading below grade level *Señal indica que el alumno lee más abajo que el nivel de su grado*						
ENGLISH *INGLES*						
Oral Language Development and Usage *Desarrollo y Uso del Lenguaje Oral*						
Written Expression *Expresión Escrita*						
English as a Second Language *Inglés como Segundo Idioma*						
SPELLING *ORTOGRAFIA*						
Reporting Period - *Período del Informe -*	1st *1ero*		2nd *2ndo*		3rd *3ero*	
Grade Level of Assigned Lists *Grado de las Listas Asignadas*						
Written Work *Trabajo Escrito*						
HANDWRITING *ESCRITURA*						
Formation of Letters *Formación de las Letras*						
Neatness *Escritura Clara*						
MATHEMATICS *MATEMATICAS*						
Facts and Computations *Datos y Computaciones*						
Problem Solving *Solución de Problemas*						
Check indicates pupil is working below grade level *Señal indica que el alumno trabaja más abajo que el nivel de su grado*						
SOCIAL STUDIES (geography, history) *ESTUDIOS SOCIALES (geografía, historia)*						
SCIENCE *CIENCIA*						
HEALTH AND SAFETY EDUCATION *EDUCACION DE SALUD Y SEGURIDAD*						
PHYSICAL EDUCATION *EDUCACION FISICA*						
ART *ARTE*						
MUSIC, *MUSICA*						
OTHER *OTRO*						

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NAME *NOMBRE* _____ GRADE *GRADO* _____

SCHOOL *ESCUELA* _____ SCHOOL YEAR *AÑO ESCOLAR* _____

PRINCIPAL *DIRECTOR/A* _____

ATTITUDES AND HABITS *ACTITUDES Y HABITOS* — E - S - I - N

√- Indicates area of difficulty
√- *Indica área de dificultad*

REPORTING PERIOD
PERIODO DE REPORTE

	1st *1ero*	2nd *2ndo*	3rd *3ero*
STUDY HABITS *HABITOS DE ESTUDIO*			
Works independently *Trabaja independientemente*			
Listens attentively *Escucha atentamente*			
Follows directions *Sigue instrucciones*			
Concentrates on work *Se concentra en el trabajo*			
Uses time wisely *Usa su tiempo adecuadamente*			
Completes work in reasonable time *Termina su trabajo en tiempo razonable*			
RELATIONSHIPS WITH CLASSMATES *RELACIONES CON SUS COMPAÑEROS DE CLASE*			
Works well with others *Trabaja bien con otras personas*			
Shows good sportsmanship *Muestra cooperación*			
Respects rights and property of others *Respeta los derechos y propiedad de otros*			
Contributes to group activities *Contribuye a las actividades de grupo*			
RESPECT FOR ADULTS AND STANDARDS *RESPETO PARA ADULTOS Y NORMAS*			
Observes class rules *Observa las reglas del salón*			
Observes school rules-including safety *Observa las reglas escolares y seguridad*			
Follows rules for use of equipment and materials *Sigue las reglas para usar equipo y materiales*			

FIRST REPORT *PRIMER REPORTE*

Conference Date
Fecha de conferencia _____

Teacher's Signature
Firma del/la Maestro/a _____

Parent's Signature
Firma del Padre/Madre/Tutor _____

ATTENDANCE *ASISTENCIA*

	1st *1ero*	2nd *2ndo*	3rd *3ero*
Closing date *Ultimo día*			
Days present *Días presente*			
Days absent *Días ausente*			
Times tardy *Llegó tarde*			

SECOND REPORT *SEGUNDO REPORTE*

Teacher's Comments
Comentarios del/la Maestro/a

Teacher's Signature
Firma del/la Maestro/a _____

THIRD REPORT *TERCER REPORTE*

Placement for Sept. 19__ Grade Room
Colocación Septiembre 19 _____ *Grado* _____ *Salón* _____

Teacher's Signature
Firma del/la Maestro/a _____

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ELEMENTARY *Progress Report*

GRADES 1-6

LONG BEACH UNIFIED SCHOOL DISTRICT, CALIFORNIA

This report form is intended to help you, the parent, to know and understand how your child is progressing in school. We hope it will serve well its major purpose - to provide a helpful line of communication between the home and the school.

To supplement the information about your son or daughter that has been included in this written report, you are cordially invited to visit school and to confer with the teacher and other members of the staff concerning your child's progress and regarding the school program in general.

SUPERINTENDENT OF SCHOOLS

One mark in progress is given for each subject

E - Excellent Progress
S - Satisfactory Progress
I - Improving Slowly
N - No Improvement

√ - Indicates area of difficulty, if any
NA - Not Applicable

Marks in effort indicate the extent to which a child is working up to his ability.

E - S - I - N

REPORTING PERIOD

	1st		2nd		3rd	
	Progress	Effort	Progress	Effort	Progress	Effort
READING						
Understanding - Comprehension						
Word Analysis						
Vocabulary Development						
Interest in Reading						
Check indicates pupil is reading below grade level						
ENGLISH						
Oral Language Development and Usage						
Written Expression						
English as a Second Language						
SPELLING						
Grade Level of Assigned Lists						
Written Work						
HANDWRITING						
Formation of Letters						
Neatness						
MATHEMATICS						
Facts and Computations						
Problem Solving						
Check indicates pupil is working below grade level						
SOCIAL STUDIES (geography, history)						
SCIENCE						
HEALTH AND SAFETY EDUCATION						
PHYSICAL EDUCATION						
ART						
MUSIC						
OTHER						

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NAME _____ GRADE _____

SCHOOL _____ SCHOOL YEAR _____

PRINCIPAL _____

ATTITUDES AND HABITS E - S - I - N

√ - Indicates area of difficulty

	REPORTING PERIOD 1st	2nd	3rd
STUDY HABITS			
Works independently			
Listens attentively			
Follows directions			
Concentrates on work			
Uses time wisely			
Completes work in reasonable time			
RELATIONSHIPS WITH SCHOOLMATES			
Works well with others			
Shows good sportsmanship			
Respects rights and property of others			
Contributes to group activities			
RESPECT FOR ADULTS AND STANDARDS			
Observes class rules			
Observes school rules - including safety			
Follows rules for use of equipment and materials			

FIRST REPORT

Conference date _____

_____
Teacher's Signature

_____
Parent's Signature

ATTENDANCE	1st	2nd	3rd
Closing date			
Days present			
Days absent			
Times tardy			

SECOND REPORT

Teacher's Comments

_____
Teacher's Signature

THIRD REPORT

Placement for Sept. 19 _____ Grade _____ Room 49

_____
Teacher's Signature

This report form is intended to help you, the parent, to know and understand how your child is progressing in school. We hope it will serve well its major purpose - to provide a helpful line of communication between the home and the school.

To supplement the information about your son or daughter that has been included in this written report, you are cordially invited to visit school and to confer with the teacher and other members of the staff concerning your child's progress and regarding the school program in general.

SUPERINTENDENT OF SCHOOLS

Este certificado escolar representa el progreso de su hijo/a en la escuela. Esperamos que les sirva a ustedes, los padres, como una comunicación entre el hogar y la escuela.

Para añadir esta información sobre su hijo/a se les invita cordialmente a visitar la escuela para conferir con el/la profesor/a tocante el progreso de su hijo/a.

SUPERINTENDENTE DE ESCUELAS

ELEMENTARY *Progress Report*

GRADES 1-6

Informe de Progreso Para la Primaria

Grados 1 - 6

LONG BEACH UNIFIED SCHOOL DISTRICT, CALIFORNIA

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One mark in progress is given for each subject
Se da una señal en progreso por cada curso

E - Excellent Progress
Progreso Excelente
S - Satisfactory Progress
Progreso Satisfactorio
I - Improving Slowly
Mejorando Lentamente
N - No Improvement
Ninguna mejoría

√ - Indicates area of difficulty, if any
√ - *Indica el área de dificultad, si hay*

NA - Not Applicable
No Aplicable

Marks in effort indicate the extent to which a child is working up to his ability E - S - I - N
Las señales que indican el esfuerzo del alumno relativo a su habilidad E - S - I - N

REPORTING PERIOD
PERIODO DEL INFORME

	1st *1ero*		2nd *2ndo*		3rd *3ero*	
	Progress *Progreso*	Effort *Esfuerzo*	Progress *Progreso*	Effort *Esfuerzo*	Progress *Progreso*	Effort *Esfuerzo*
READING *LECTURA*						
Understanding - Comprehension *Comprensión*						
Word Analysis *Análisis de Palabras*						
Vocabulary Development *Desarrollo de Vocabulario*						
Interest in Reading *Interés en la Lectura*						
Check indicates pupil is reading below grade level *Señal indica que el alumno lee más abajo que el nivel de su grado*						
ENGLISH *INGLES*						
Oral Language Development and Usage *Desarrollo y Uso del Lenguaje Oral*						
Written Expression *Expresión Escrita*						
English as a Second Language *Inglés como Segundo Idioma*						
SPELLING *ORTOGRAFIA*						
Reporting Period - *Período del Informe -*	1st *1ero*		2nd *2ndo*		3rd *3ero*	
Grade Level of Assigned Lists *Grado de las Listas Asignadas*						
Written Work *Trabajo Escrito*						
HANDWRITING *ESCRITURA*						
Formation of Letters *Formación de las Letras*						
Neatness *Escritura Clara*						
MATHEMATICS *MATEMATICAS*						
Facts and Computations *Datos y Computaciones*						
Problem Solving *Solución de Problemas*						
Check indicates pupil is working below grade level *Señal indica que el alumno trabaja más abajo que el nivel de su grado*						
SOCIAL STUDIES (geography, history) *ESTUDIOS SOCIALES (geografía, historia)*						
SCIENCE *CIENCIA*						
HEALTH AND SAFETY EDUCATION *EDUCACION DE SALUD Y SEGURIDAD*						
PHYSICAL EDUCATION *EDUCACION FISICA*						
ART *ARTE*						
MUSIC *MUSICA*						
OTHER *OTRO*						

NAME *NOMBRE* _____ GRADE *GRADO* _____

SCHOOL *ESCUELA* _____ SCHOOL YEAR *AÑO ESCOLAR* _____

PRINCIPAL *DIRECTOR/A* _____

ATTITUDES AND HABITS
ACTITUDES Y HABITOS
E - S - I - N
√ - Indicates area of difficulty
√ - *Indica área de dificultad*

REPORTING PERIOD
PERIODO DE REPORTE

	1st *1ero*	2nd *2ndo*	3rd *3ero*
STUDY HABITS *HABITOS DE ESTUDIO*			
Works independently *Trabaja independientemente*			
Listens attentively *Escucha atentamente*			
Follows directions *Sigue instrucciones*			
Concentrates on work *Se concentra en el trabajo*			
Uses time wisely *Usa su tiempo adecuadamente*			
Completes work in reasonable time *Termina su trabajo en tiempo razonable*			
RELATIONSHIPS WITH CLASSMATES *RELACIONES CON SUS COMPAÑEROS DE CLASE*			
Works well with others *Trabaja bien con otras personas*			
Shows good sportsmanship *Muestra cooperación*			
Respects rights and property of others *Respeta los derechos y propiedad de otros*			
Contributes to group activities *Contribuye a las actividades de grupo*			
RESPECT FOR ADULTS AND STANDARDS *RESPETO PARA ADULTOS Y NORMAS*			
Observes class rules *Observa las reglas del salón*			
Observes school rules-including safety *Observa las reglas escolares y seguridad*			
Follows rules for use of equipment and materials *Sigue las reglas para usar equipo y materiales*			

FIRST REPORT *PRIMER REPORTE*

Conference Date
Fecha de conferencia _____

Teacher's Signature
Firma del/la Maestro/a _____

Parent's Signature
Firma del Padre/Madre/Tutor _____

ATTENDANCE
ASISTENCIA

	1st *1ero*	2nd *2ndo*	3rd *3ero*
Closing date *Ultimo día*			
Days present *Días presente*			
Days absent *Días ausente*			
Times tardy *Llegó tarde*			

SECOND REPORT *SEGUNDO REPORTE*

Teacher's Comments
Comentarios del/la Maestro/a

Teacher's Signature
Firma del/la Maestro/a

THIRD REPORT *TERCER REPORTE*

Placement for Sept. 19___ Grade _____ Room _____
Colocación Septiembre 19 _____ *Grado* _____ *Salón* _____

Teacher's Signature
Firma del/la Maestro/a

PUPIL SELF-EVALUATION OF ATTITUDES AND HABITS

Adapted by permission from Progress Report,
Columbus (Ohio) Public Schools

Long Beach Unified School District

PROGRESS REPORT CARDS

PUPIL SELF-EVALUATION OF ATTITUDES AND HABITS

1--First Report
2--Second Report
3--Third Report

M--Most of the time
P--Part of the time
N--Not yet

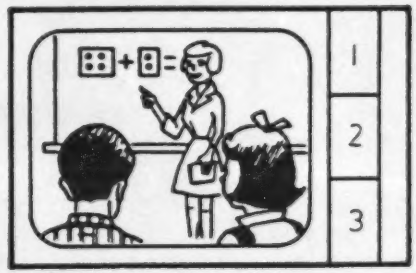
Name _____ Grade _____

School _____ School Year _____

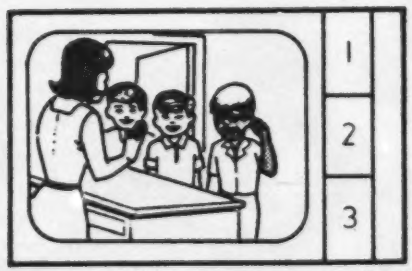
I do neat work.

I work by myself without bothering others.

I finish work on time.

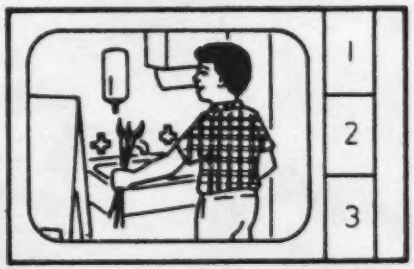


I follow directions carefully.



I am polite and cheerful.

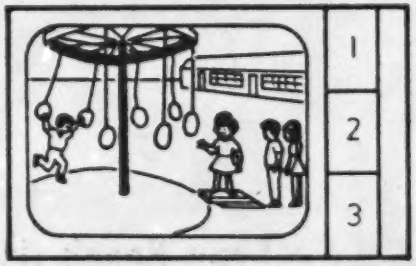
I like to try new things.



I use materials carefully.

I make good use of my spare time.

I like to learn.



I follow school rules for health and safety.

I try to do my best work.

I work and play well with others.

PUPIL SELF-EVALUATION OF ATTITUDES AND HABITS

EVALUACIÓN PROPIA DEL ALUMNO DE LOS ACTITUDES Y HÁBITOS

Adapted by permission from Progress Report,
Columbus (Ohio) Public Schools

Adaptado con el permiso de Progress Report,
Columbus (Ohio) Escuelas Públicas

PROGRESS REPORT CARDS

PUPIL SELF-EVALUATION OF ATTITUDES AND HABITS (BILINGUAL)

1--First report
Primer informe

2--Second report
Segundo informe

3--Third report
Tercer informe

M--Most of the time
La mayoría de las veces

P--Part of the time
Algunos veces

N--Not yet
Todavía no

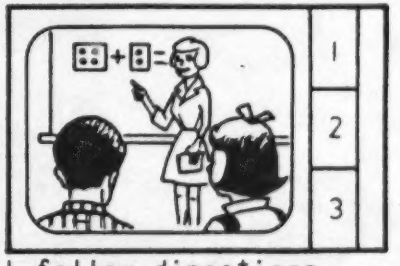
Name_____ Grade_____
Nombre Grado

School_____ School Year_____
Escuela Año Escolar

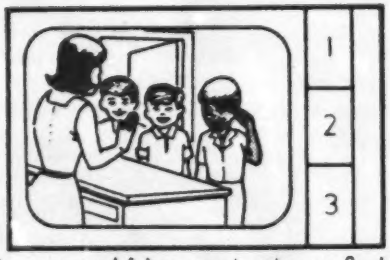
I do neat work.
Hago mis tareas bien.

I work by myself without bothering others. Trabajo sólo sin molestar a otros.

I finish work on time.
Termino mis tareas a tiempo.

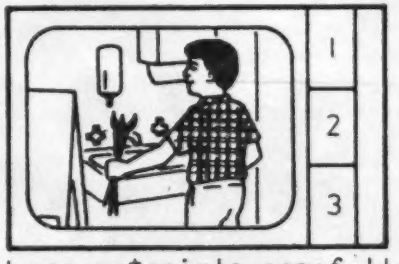


I follow directions carefully. Sigo las instrucciones cuidadosamente.



I am polite and cheerful.
Soy cortés y alegre.

I like to try new things.
Me gusta probar cosas nuevas.



I use materials carefully.
Uso mis materiales cuidadosamente.

I make good use of my spare time. Uso mi tiempo libre bien.

I like to learn.
Me gusta aprender.

I follow school rules for health and safety. Sigo las reglas escolares de salud y seguridad.

I try to do my best work.
Trato de hacer mi trabajo mejor.

I work and play well with others. Trabajo y juego bien con otros.